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ABSTRACT

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for people working in career resource centers, specifically career resource technicians and aides. The goal of this module is to help users develop skills in selecting educational, occupational, and leisure information, selecting speakers, constructing a calendar of events, and arranging materials for student use. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

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ED181384

DEVELOPING FACILITY MAINTENANCE COMPETENCIES FOR CAREER RESOURCE TECHNICIANS

MODULE 21

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

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California State University, Long Beach

December 1976

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MODULE GOAL AND OBJECTIVES

Module Goal

This module is directed towards people working in Career Resource Centers, specifically beginning Career Resource Technicians and Career Resource Aides. The topic is entry level skills in the area of facility maintenance competencies. Participants will demonstrate entry level skills in selecting educational, occupational and leisure information, in selecting speakers on careers, in constructing a calendar of events, and in arranging materials for student use.

Module Objectives *

Each participant will be able to:

1. Select occupational materials for consumer use in a Career Resource Center according to criteria established by the National Vocational Guidance Association.
2. Name available resources in his/her community for speakers representing six occupational levels and name the guidelines for establishing a speaker's bureau.
3. Construct a calendar of events and identify five ways to market the CRC activities.
4. Demonstrate the arrangement of materials in a Career Resource Center for consumer use.

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*Assessment criteria for these objectives can be found in the Coordinator's Guide at the end of this module

MODULE OUTLINE

Approximate Time	Activity	Outcome
40 minutes	Introduction The Coordinator will explain the purpose and format of the module. You may engage in a "get acquainted" activity.	
80 minutes	Selecting Materials Either you will read the text, or the Coordinator will lecture and discuss it. You will review and rate pieces of career literature.	1
60 minutes	Selecting Resource Speakers You will discuss the text and then engage in two activities related to establishing a Career Speaker Program.	2
60 minutes	Constructing a Calendar of Events You will discuss the text and then participate in a simulation of constructing a Master Calendar. You will also complete an activity on advertising and marketing the Career Resource Center.	3
60 minutes	Materials Arrangement You will read and discuss the text and then build a floor plan of a Career Resource Center. Filing Systems An optional sub-module has been included.	4

GLOSSARY

Career - The pattern of activities and experiences that make up a lifetime of work, learning, and leisure. The term is broadly defined to include occupational and educational choices and patterns as well as other aspects of a person's life--his/her personal and social behavior, learning to learn skills, social responsibility or citizenship and use of leisure time.

Career Counselor - A professionally trained counselor who has expertise in the field of careers through experience and specialized training.

Career Development - The life-long process a person undergoes as s/he gains skills in setting goals and in developing, implementing, evaluating, and revising plans to define a career and deal with life problems and opportunities.

Career Education - The totality of experience through which one learns about and prepares to engage in work as part of her/his way of living.

Career Guidance - The various types of assistance provided to help individuals in their career development. It may include instruction, counseling, placement, follow-through, evaluation and support procedures based on career planning and development needs.

Career Resource Aide - A volunteer or paid person who assists the Career Resource Technician in the operation of the Career Resource Center.

Career Resource Center - A facility having career materials which acts as the hub of the career guidance program of a school.

Career Resource Technician - A paid paraprofessional who manages the Career Resource Center, performing duties which facilitate the career guidance program of a school.

INTRODUCTION

This is the second of two learning modules on the Career Resource Technician. The first is titled, *Developing People Relationship Competencies for Career Resource Technicians*. It is recommended that the first one be utilized with participants before this one.

Again it is stressed that both of these learning modules deal with entry level skills of the Career Resource Technician (CRT). The job is much too complicated to be learned in the twelve hours planned for the two learning modules. This module probably can be most useful to Career Resource Aides. These are paid or volunteer adults, or paid or volunteer students. The module can also be useful as a refresher for experienced CRT's and a good start at the knowledge base for beginning CRT's.

An experienced Career Resource Technician or the Career Counselor may want to select one part to teach to several Career Resource Aides, e.g. "Selecting Resource Speakers". This in-depth training could be worth the time because of the many details the CRT would then not have to deal with.

The Career Resource Center was explained in the first module through describing the role of the Career Resource Technician. A brief review of these two concepts follows.

Career Resource Center (CRC)

A Career Resource Center is a location and/or a

facility that has materials for users who want assistance in planning for a career. The CRC has five distinct functions: (1) provides current information on the characteristics of available educational/occupational/ leisure opportunities; (2) provides instruments for those who should and/or want to assess their own characteristics; (3) provides career counseling and guidance services; (4) provides a placement service for possible work-experience, jobs, college enrollment and financial aids; and (5) provides materials for teachers and counselors to check out to use in their classroom and/or other situations.

Career Resource Technician (CRT)

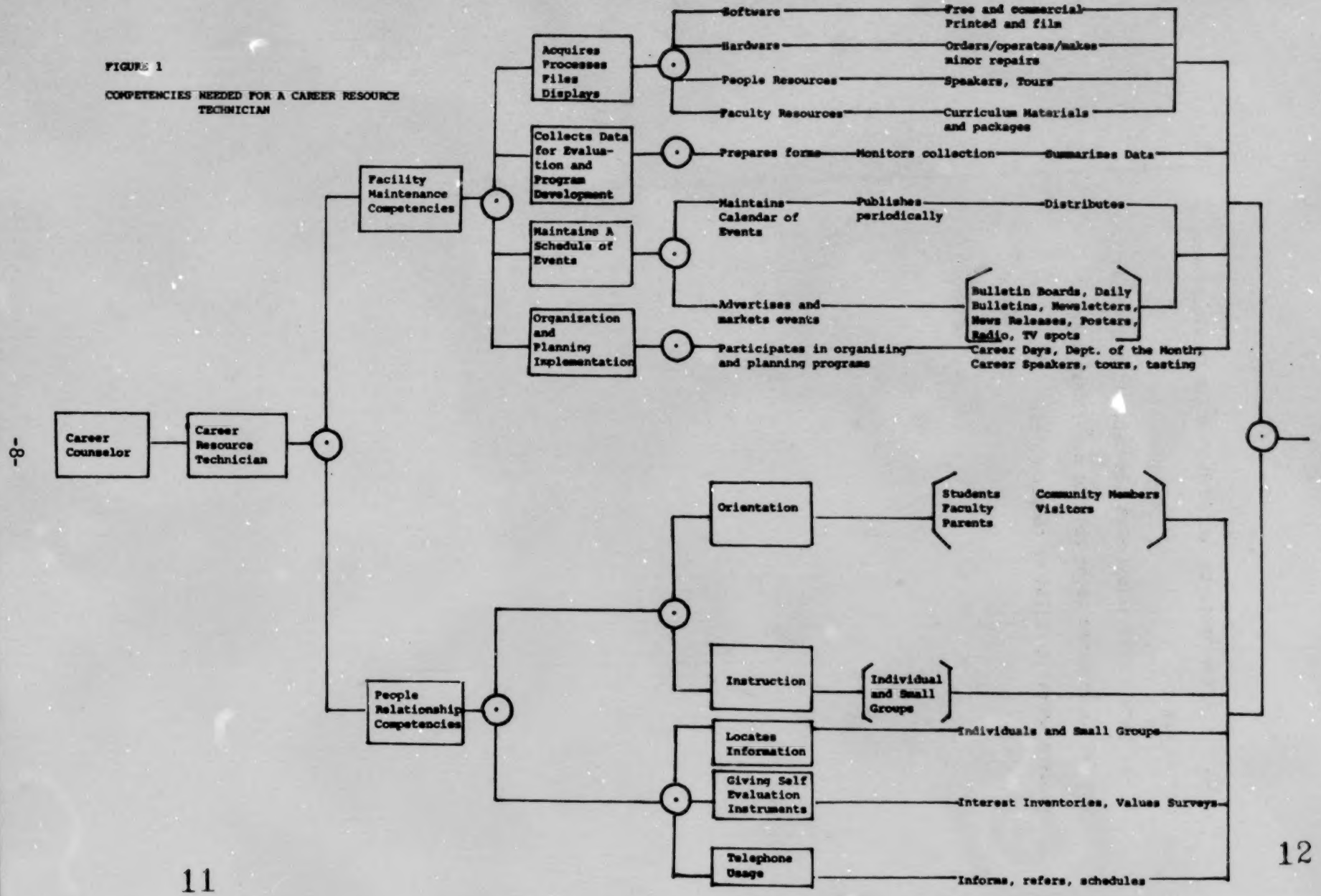
The Career Resource Technician is a paid para-professional (McBain, 1975) who is in charge of the day to day operation of the Career Resource Center. The CRT works under the direct supervision of the Career Counselor in charge of the CRC and performs duties and implements processes that facilitate the career development program of the school. As a rule, the CRT's "are persons who possess skills and some post-secondary school experiences" (Jacobson, 1975:29). While fundamental clerical skills and organizational skills are basic, "the job qualification most crucial for a successful paraprofessional is enthusiasm and the ability to work effectively with a wide range of people, including students, the professional staff, faculty and representatives from the community". (Jacobson, 1975:30) In analyzing the role and function statements there are two major categories of competencies

that the Career Resource Center Technician should possess. See Figure 1

Figure I also illustrates the categories of tasks the CRT is expected to be able to do. These tasks require specific skills or competencies.

FIGURE 1

COMPETENCIES NEEDED FOR A CAREER RESOURCE TECHNICIAN



SELECTING MATERIALS

Objective 1

SELECTING MATERIAL

The heart of a Career Resource Center is educational, occupational and leisure information. It is the major reason for the existence of the CRC. People come to the CRC to find current information about occupations to assist them in exploring career possibilities. The information, therefore, should be not only current but should be factual. The quality of the career information has been and is the concern of professional personnel and guidance workers throughout the world.

NVGA

The National Vocational Guidance Association (NVGA) and its parent organization, the American Personnel and Guidance Association (APGA), representing professional guidance and counseling personnel, have taken leadership in establishing guidelines for the preparation and evaluation of occupational literature (NVGA, 1971). NVGA also has developed guidelines for the preparation and evaluation of films and film strips. These criteria are described in *Guidelines for the Preparation and Evaluation of Career Information Media*. NVGA has maintained a committee whose charge is to review current career literature. The reviews are located in each issue of the NVGA journal, *The Vocational Guidance Quarterly*, and is recommended as a valuable resource for all persons who are working with persons in the career development process. The purpose of this module is to facilitate your competencies in

APGA

Guidelines

reviewing and therefore recommending available career information. After a discussion of the NVGA criteria* for individual occupations, you will read and rate five pieces of career information.

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* It is acknowledged that the content of this material is a rewrite paraphrase from the pamphlet *Guidelines for the Preparation and Evaluation of Career Information Media* published by the National Vocational Guidance Association, 1971.

Information About Individual Occupations

The content of information on individual occupations should reflect the following:

1. Work Performed. The worker's tasks should be detailed in a clear and simple manner focusing on the skills and knowledges needed for satisfactory job performance. — *TASKS*
2. Work Setting. Portrayal of realistic physical activities and environmental conditions should be included. Physical activities should state one or more of the following: lifting, climbing, stooping, crouching, kneeling, talking, seeing. The environmental conditions should indicate: inside/outside/both; extreme cold with temperature changes; noise; humidity; hazardous; toxic; or odors. — *WORKING CONDITIONS and PHYSICAL DEMANDS*
3. Potential Personal Rewards. The content should describe economic rewards including the income range and median income, if possible. The content should also include information on possible life styles such as prestige, potential social and community contributions, related leisure activities and learning activities leading to advancement and/or other occupations. — *REWARDS*
4. Entry Requirements. It is essential the occupational entry requirements be stated in such a way

that the potential worker will have all the information necessary to plan to get started in the occupation. Minimum requirements and preferred requirements should be clearly delineated. Special requirements such as written and/or physical examinations, should be presented as should specific training necessary including those occupations that can be entered by non-high school graduates, high school graduates, college graduates.

ENTRY REQUIREMENTS

5. Licensing Requirements and/or Membership in Unions or Professional Societies. Specific licensing is required for some occupations. Where this is necessary, the information should include specific requirements and, if possible, locations to which to apply. When union membership or professional association membership is required or advantageous, specific requirements and sources of information for application should be detailed.

LICENSING

UNION MEMBERSHIP

PROFESSIONAL SOCIETY MEMBERSHIP

6. Advancement Possibilities. In career planning, potential workers are usually concerned about long-range advancement possibilities in a given career ladder (vertical advancement) and/or in a given career lattice (horizontal or lateral mobility). It is desirable when applicable that information on the following be included: what additional skills are needed for advancement;

ADVANCEMENT POSSIBILITIES

what additional educational requirements are needed; what other factors, such as seniority or examinations are necessary.

7. Occupational Outlook. This includes the technological, economic, and demographic factors that will influence future employment opportunities. The information should include the most up-to-date data on the future of the occupation. When relevant, the content should include mention on expansion-maintaining-declining employment possibilities as well as projected changes in job entry requirements. Causes for changes might include technological changes, and/or population growth or decline, and/or economic conditions. The participant is encouraged to become familiar with the *Occupational Outlook Handbook*.

JOB OUTLOOK

8. Related Occupations. Recognizing that workers may change jobs and/or occupations a number of times during their life time, it is very desirable the information includes related occupations. For example, a truck driver may become a dispatcher; a hair stylist may become a salesperson; a teacher may become a personnel manager; an engineer may become a plant manager; etc.

RELATED OCCUPATIONS

9. Personal Qualifications. Both universal and unique personal qualifications should be listed. Universal qualifications include punctuality, follows directions well, gets along with others, loyalty and appropriate grooming. Of more importance, unique qualifications should be included. These refer to the physical demands

PERSONAL QUALIFICATIONS

such as standing for long periods (assembly line worker), manual dexterity (barber), more than normal heavy lifting (laborer). They also refer to mental states as maintaining calmness in stressful situations (policemen), concentration on tasks (lab technician) or continuous pleasant attitudes (salespersons).

Style and Format of Information

The style and format are of importance to the junior high school, high school, college student as well as other potential workers.

10. Vocabulary. The information should be reviewed with the intended audience in mind. If the information is for junior high or high school students, the information should include terminology appropriate to the language and reading level of the average student as they are in general unfamiliar with technical terminology. The emphasis is on effective communication. *VOCABULARY*

11. Format. Formats vary depending on the message intended. The suggested criteria for the content is that it is well organized and edited, is relevant to the intended audience and governed by facts. *FORMAT*

12. Illustrations and Graphic Displays. When graphics are included, they should enhance the intent of the information. Equally important, photographs should depict actual situations and when people are included, they should include different sexes and races in actual work situations. *DISPLAY*

13. Dating Revisions. The date of publication should be visible and should be revised every three to five years to insure currentness and accuracy. — CURRENCY

14. Freedom From Bias. Materials should be free from sexual, racial, social, ethnic, and religious biases. It should also show an absence of self-serving promotion. — BIAS

15. Credits. It is important that credits be visible and include: publisher, consultants, authors, sponsors, contributors and funding sources. — CREDITS

16. Additional Sources of Information. At times it may be appropriate to refer to other sources of related occupational information, e.g., professional associations, journals, films, agencies, unions, etc. — ADDITIONAL SOURCES

17. Training and Education. Sources of training might be included. — TRAINING

18. Sources of Financial Aid. This information should be included if and when appropriate. — FINANCIAL ASSISTANCE

19. Opportunities for Experience and Exploration. It is desirable to include available information on any opportunites desirable and available to assist potential workers in exploring and experiencing their career options. These can include any or all of the following: cooperative education and work-study programs; Explorer Scouts, community agencies; work experience programs; youth groups, Junior Achievement; summer and/or part-time employment; Armed Forces; travel; study programs. — EXPERIENCE EXPLORATION

The nineteen items just discussed constitute the criteria established by the National Vocational Guidance Association to be used to evaluate and select occupational information. For this workshop, in order not to get too detailed, the first nine items dealing with content will be used.

The maintenance of the career and occupational literature in the Career Resource Center is crucial. Few, if any, pieces of materials five years past the publication date should be retained unless stamped outdated. The maintenance of the career literature is the responsibility of the CRT. It is acknowledged that it is time consuming but also of the utmost importance and should be high on the priority list.

The CRT may want to look for assistance through a CRC advisory group consisting of parents, students and faculty members. He/she may want to ask teachers to review and recommend, or she/he may want to refer to the NVGA *Vocational Guidance Quarterly* for current updates. Wherever or whomever, it is a must that the CRT establish a time line to acquire, review, record, file and update current, relevant and quality career literature.

The coordinator will explain the activity that follows.

Activity One

NVGA CRITERIA

1. Work performed
2. Work setting
3. Potential Personal rewards
4. Entry Requirements
5. Licensing requirements and/or membership in unions or professional societies.
6. Advancement possibilities
7. Occupational outlook including the technological, economic & demographic factors that will influence future employment opportunities.
8. Related occupations
9. Personal qualifications

VOCABULARY LEVEL

a. Advanced - Considerable technical vocabulary

b. Moderate - Some technical vocabulary

c. Easy - Little or no technical vocabulary.

RATINGS

1. Highly recommended (Maximum adherence to NVGA Guidelines)
2. Recommended (general adherence to NVGA Guidelines)
3. Useful (limited in scope, does not adhere to NVGA Guidelines but contains authentic, objective, timely and helpful information)

Write in title of publication	Circle criteria satisfied	Circle level of vocabulary	Circle rating
1.	1 2 3 4 5 6 7 8 9	a b c	1 2 3
2.	1 2 3 4 5 6 7 8 9	a b c	1 2 3
3.	1 2 3 4 5 6 7 8 9	a b c	1 2 3
4.	1 2 3 4 5 6 7 8 9	a b c	1 2 3
5.	1 2 3 4 5 6 7 8 9	a b c	1 2 3

SELECTING RESOURCE SPEAKERS

Objective 2

SELECTING RESOURCE SPEAKERS

Using workers from the local community to talk with students is an exellent means to help facilitate the occupational information gathering process. These practitioners can provide realistic and current facts. They can describe the current job skills necessary for entrance into the occupation as well as giving information on the skills necessary to maintain work when employed. Most can furnish information on possible ways to gain employment, and information on potential locations for students to apply and/or visit for more facts. They can accurately list the worker benefits associated with their place of employment. Sources of potential guest career speakers are usually numerous.

USE OF LOCAL WORKERS

Local government agencies offer a multitude of workers from professional levels such as lawyers, doctors to the unskilled workers such as custodians and groundskeepers. Service clubs such as Rotary, Exchange Club, Lions and Kiwanis have always been receptive to assisting students in their career decisions. Parents of students can be a resource, as can teachers themselves. Former students, professional associations, unions, industries as well as the chamber of commerce are additional suggestions. Such resources are plentiful and can greatly add to students' career development if used properly. It is the Career Resource Technician's responsibility to acquire, schedule and to insure the proper use of guest career speakers.

LOCAL RESOURCES

Content. It is very important that invited career speakers are given directions on the content to be covered in

CONTENT FOR SPEAKERS TO COVER

their presentation. Too often outside speakers present materials that are too sophisticated for their audiences. Career speakers welcome guidelines on what you would like covered, how much time they will have and what questions students might ask them.

The content to be covered about an occupation by the guest worker-speakers might follow the suggested criteria recommended by the National Vocational Guidance Association for adequate information.

NVGA GUIDELINES

1. Work Performed. What are the specific skills and knowledges needed for satisfactory job performance? How does he/she perform these tasks?
2. Work Setting. What is the physical environment like where she/he works? What physical activities is he/she expected to perform?
3. Potential Personal Rewards. What satisfaction does he/she get from his/her work? How much income does he/she make? What authority does she/he have at work?
4. Entry Requirements. What are the minimum requirements for job entry? What are the preferred requirements for job entry? What educational requirements are necessary?
5. License Requirements and/or Membership in Unions or Professional Societies. Are workers in his/her occupation required to have a license? Are they required to join a union? Are they required to join a professional society? Information on where to apply for any of the above would be helpful for students who are

interested in pursuing the occupational field.

6. Advancement Possibilities. What skills are needed for advancement? What education might be required for advancement? Are there merit promotions? Does the company provide training programs? What other occupations can he/she do with these skills?
7. Occupational Outlook. Will the occupation last? What will affect job possibilities? Will the occupation eventually call for retraining? Is either sex acceptible?
8. Related Occupations. What other occupations and/or careers might s/he be able to enter with her/his skills?
9. Personal Qualifications. What are the unique personal qualities necessary for employment such as standing, finger dexterity, physical exam, meeting public, etc.?

INTERVIEWING FORMER STUDENTS

Another set of potential content items has been proposed by Hoppock (1967). He designed these questions to be used by secondary students for interviewing former students from the same school who are now employed. However, they are appropos to use as suggested guidelines for content for career speakers to cover and/or to be able to answer during the time allocated for student reaction.

1. What schools did you attend?
2. Did you graduate? Drop out? When?
3. What was your first job? How did you get it? What three things did you like most about it? Least? How long were you there? Why did you leave?

4. What was your next job? Same questions as previously asked. Repeat for all subsequent jobs.
5. Reguarding yourpresent job: What time did you go to work this morning? What was the first thing you did? How long did it take: What did you do next? (Repeat through the entire work day) Did you do anything yesterday that was different from what you did today? How about the day before yesterday? Last week? Last month? What else do you do on your job? Of all the various duties, which ones take most of your time? What three things do you like most about your job? What three things do you like least about your job?
6. What is the usual starting salary in jobs like yours?
7. What qualifications do you need to get a job? Age? Sex? Height? Weight? Other physical requirements? Marital status? Aptitudes? Does the worker have a license? Where does he get it? What are the requirements to get it? Must he supply his own tools? What do they cost? Must the beginner belong to a union? What are the chances of getting in? Where is the union office? Does the beginner need capital? How much?
8. What preparation is required? Can you tell us where to get a list of approved schools? What subjects can we take in school that will help us in your occupation?
9. Is there anything else we should have asked you? Is there anything you would like to ask us?

The CRT may want to use either of the above sets of suggested content guidelines or may choose to combine elements or may choose

to create his/her own set. It is important that 7-14 days prior to his/her presentation, the guest speaker is provided a suggested outline of material to cover. Of equal importance, those students who are interested in learning more about the occupation and who attend the presentation be given the same suggested outline of material to be covered.

WHEN TO GIVE SUGGESTED OUTLINE OF MATERIALS TO SPEAKER

Scheduling. The CRT will probably receive many requests from teachers and counselors for guest speakers to talk with classes and/or small groups of students about occupational opportunities. These requests may be for career days, department of the month programs and/or for specific units of instruction. On the other hand, the CRT may choose to schedule guest speakers in the CRC on a regular scheduled basis to augment the established career development program.

ANSWERING REQUESTS

When the CRT assumes the leadership of planning, preparing and implementing a guest speaker program, much attention needs to be given to the scheduling. Care should be taken to select days and times during the school year when there are the least amount of extra curricular activities. The speakers should be scheduled to correspond with classroom or CRC instruction on career development. It will help attendance if the same day of the week is utilized and will help if the times during the day are varied. Both will encourage teacher support. Both will establish a pattern for students to get accustomed to looking for and following.

INITIATING A PROGRAM

SCHEDULING

Variety. All students do not go to college. Of those who do go, most do not finish. Most students would like part-

time employment. Many students want to work for a year before entering college. Some students want to go into apprenticeship programs while others may want to attend a trade school. Some students will want to enter the labor market at graduation and a few before graduation. Some may want to seek employment with a large company, others may be thinking about joining the armed forces. Marriage in the near future is a reality. Career options and dreams are numerous and in the final analysis unique to each person.

VARIETY IN SPEAKERS

The proper use of guest speakers can help students in their plan fulfillment. The content of material presented by the worker is of prime importance. A variety of worker presenters is of equal importance in order to cover each student's work interests. Therefore, speakers on career options must be selected to cover as wide a variety of opportunities as possible, and must also be selected to cover all occupational levels as well. The variety of career options covered may be selected on a career cluster basis, the institutional organizations as suggested in the *Dictionary of Occupational Titles, Volume II* or may be selected using departmental structure as guidelines, e.g., social studies, English, mathematics, etc. It is recommended the CRT check with school level and/or district level personnel for their recommendations and/or approval as to the classification of career areas.

VARIETY OF AREAS

After the career areas are determined, care must be given to include worker presenters at each level allowing students to gather information on the jobs available they can do now

VARIETY OF LEVELS

and what they might plan in the future.

1. Level I. The workers who are at this level usually carry a great degree of responsibility. They are holders of advanced college degrees and in their position must continue to learn. Occupational titles found in this category include research scientist, president of a large corporation, dentist, doctor, lawyer and professor.

GRADUATE LEVEL EDUCATION

2. Level II. This level of worker includes persons with managerial responsibilities. They must continue to learn also. Some sample occupations at this level are administrator, banker, teacher, architect. nurse, accountant and engineer.

MINIMUM OF FOUR YEARS OF COLLEGE

3. Level III. These workers require skills that usually demand less than a four year college education. Typical occupations representative of this level are business owner, electronics technician, actor, commercial artist, law clerk, photographer, and laboratory technician.

MINIMUM OF TWO YEAR OF COLLEGE

4. Level IV. Skilled level workers are exemplified by the trades, that is carpenter, machinist, crane operator, electrician, plumber, stenographer, printer, chef, and barber.

VOCATIONAL/TECHNICAL SCHOOLS

APPRENTICESHIP

5. Level V. This level of worker is characterized as usually having finished high school, little if any responsibility over others and with specific but limited skills. Typically, the following

MINIMUM HIGH SCHOOL EDUCATION

are considered in this category: cook, salesclerk, ticket agent, cashier, file clerk, typist, mail clerk, apprentice, truck driver, model, library attendant and telephone operator.

6. Level VI. Unskilled workers are those whose job tasks require little if any formal education, little if any decision making and no supervision of others. The tasks themselves are few and simple to master. Occupations typical to this level include janitor, watchman, newspaper boy, construction laborer, deck hand, nursery laborer, copy boy, bag boy, and farm helpers.

LESS THAN HIGH SCHOOL EDUCATION

Sources of Career Speakers. The CRT will find a number of available sources to acquire willing volunteers to talk to youth about their jobs.

1. Teachers can be asked for persons they are familiar with and/or organizations they know of and would recommend as potential guest presenters. Teachers may be willing to share their own past or present summer or part-time employment information using the same guidelines mentioned in the content section of this activity. The CRT might want to begin to create a resource file using the following format or a format appropriate for her/his situation.

TEACHERS

5"

TEACHER INFORMATION DATA CARD

Name _____ Subjects taught _____

Room number (s) _____

Colleges attended _____

Jobs held _____

Leisure activities _____

Jobs a/o leisure activities I would be willing to talk to students about: _____

Persons/Organizations I recommend as potential presenters:

_____

On Back of Card

Guest presenter Name	Address/Phone	Topic

2. Community/Professional/Worker Organizations.

These groups are usually anxious to assist students in the career development process as much as needed. The list is not complete but is offered as a catalyst for you to add to.

COMMUNITY PROFESSIONAL WORKER ORGANIZATION

Chamber of Commerce
Rotary
Kiwanis
Exchange Club
Lions
Local Government officials
Public Utilities

P.T.A.
Explorer Scouts
(Local) Bar Assoc.
(Local) Medical Assoc.
Personnel Industrial Relations Assoc.

Unions
American Assoc. of University Women
National Organization of Women
Industrial Education Councils
National Alliance of Businessmen

3. Parents. Most working parents are willing to share with students the merits and handicaps of their present job. Care must be taken when selecting to allow enough time for them to arrange time off so as to not lose wages.

PARENTS

4. Advisory Groups. Many school affiliated advisory groups are excellent sources for help in establishing a career speaker program. Care should be taken to present them with a plan that includes representative occupations from each level as some advisory groups might be concerned only with college-graduate oriented presenters.

ADVISORY GROUPS

Resource File. The CRT will find it advantageous to create a resource file for career speakers. The file should be broken down by area (clusters, fields, organizations) and by level within each area. Each potential resource person/organization needs to have an individual card/paper. The data kept/recorded should include:

RESOURCE FILE

1. Name
2. Address
3. Phone Number
4. Career Area
5. Occupation(s)
6. Contact person(s)
7. Presenter's evaluation
8. Student's evaluation
9. Teacher's evaluation

It is important that after each career speaker finishes his/her presentation, she/he is encouraged to evaluate the presentation's effect. Sample questions that might be included are:

1. The guidelines mailed to me were helpful - very helpful - no help
2. The preparation by the school was helpful- very helpful - no help

   Comments _____
3. The students _____
4. I am willing to return again Yes __ No __

   Comments _____

It is of equal importance that students listening to the presentation on careers and/or occupations evaluate the activity. Such data are valuable in considering using the presenter in the future. Sample questions the CRT may want to use as guidelines are:

1. The speaker described the career adequately.
   Yes __ No __
2. The speaker was easily understood.
   Yes __ No __
3. The speaker was prepared.
   Yes __ No __
4. I recommend the speaker to other students.
   Yes __ No __
5. Comments _____

   _____

Teachers should be requested to evaluate the presenters. The same form used by the students can be used.

Summary. The CRT has the responsibility to acquire, schedule and to insure the proper use of guest speakers who will talk with students about careers. The CRT needs to provide the speakers with what content they should cover to guarantee usable occupational information to students. The use of occupational models should be scheduled to fit in with the

career development program so as to enhance students' career planning. Speakers should be chosen such that all levels of workers are covered and should be chosen to represent multiple career cluster or career fields. The CRT will find many sources in his/her local community that are willing to participate. Such resources become the ingredients of a Speaker Resource File.

Guidelines for establishing a Career Speaker program are:

1. Work out a plan of action for a career speaker program with the professional in charge of the CRC.
2. Establish what content guidelines are appropriate.
3. Establish and confirm a schedule.
4. Prepare a list of potential sources of presenters by level and career cluster/career field.
5. Contact the source persons and prepare a schedule.
6. Mail the content guidelines, time of presentation(s), directions to the school, and who to ask for when on campus.
7. Notify teachers, counselors, and administrators.
8. Notify students (put in daily bulletin and send out call slips for those who have already indicated an interest).
9. Prepare student content guideline sheets for attendance.
10. Pass out and collect evaluation forms.
11. Maintain speaker resource file.
12. Send thank you notes.

Activity Two

Tasks necessary for establishing a Career Speaker Program are:

(Put them in the order in which you think they should be performed).

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

Activity Three

The purpose of this exercise is for you to develop speaker possibilities at different educational levels. At this time, you are requested to fill in as many of the empty spaces as you can and be explicit as you can. This data can be used by you to begin or expand your speaker resource file. The Coordinator will designate areas for each column.

SOURCES OF POTENTIAL CAREER SPEAKERS

Level of Education	Government	Business & Industry	Services	Trades
Graduate Education				
Four Year College				
Two Year College				
Vocational/ Technical Schools Apprenticeship				
High School				
Less than High School				

CONSTRUCTING A CALENDAR OF EVENTS

Objective 3

CONSTRUCTING A CALENDAR OF EVENTS

CRC ACTIVITIES

The Career Resource Center soon becomes the location of a wide variety of activities. These might include testing, guest speakers discussing occupations, college/university speakers, classroom activities, small groups of students representing interest groups, orientation exercises, advisory committee meeting and/or teaching staff meetings. Counselors may conduct activities such as teaching units on decision making, choosing friends or might have all new students meet in the CRC periodically to monitor their adjustment. The unexpected can usually be expected. Therefore it becomes important that a calendar of scheduled events be maintained, published and distributed periodically.

MODULE PURPOSE

The purpose of this module is to help you in acquiring knowledge on the importance of keeping a calendar, how to construct a calendar of events, and how to market the events so that each student and staff member will be aware of the Career Resource Center activities. Specifically, since it is the CRT's responsibility to construct, and maintain the calendar, you will enter on a calendar suggested activities. This section will consist of the calendar, publishing the calendar, maintaining the calendar and marketing the Career Resource Center activities.

The Calendar

The calendar shall be in many forms and shall be in many locations with many individuals. It shall contain a day by day list of scheduled events including what the event is, what date it will take place, who is in charge and who will attend. It is constructed and maintained by the CRT with new tasks, times and responsible persons being collected for recording and distribution.

CALENDAR OF EVENTS

Master Calendar. This large calendar is usually kept in the Career Resource Center under the control of the CRT. It displays one month at a time on approximately 18" x 24" size paper, the day by day activities taking place in the CRC. It should be posted near the CRT's desk for planning and entry purposes.

LOCATION

The creative CRT may want to use a color coding system for entries thus providing a better visual promotion for students, parents and staff members. Such a coding system in its simplistic form might be:

CODING SYSTEM

Red can represent all activities dealing with educational information such as college/university speakers, college admission testing information, and/or scholarship information.

Green might indicate those special programs focused on career development such as career/guest speakers, testing, films and/or field trip experiences.

Yellow can designate actvities generated by the placement section and/or work experience office. These offerings

might include orientation, job application training, employer interviews or actual job openings.

Brown might represent orientation activities, classroom activities and/or those guidance activities where groups of students are expected to do career/occupational research under the direction of a counselor and/or teacher.

Blue may be the color that will be designated to highlight new materials available for preview and/or use in the center for teacher and/or student use.

Other systems may be designed by the CRT. It is recommended that a system of entries be initiated and maintained.

A typical day's entry might look like this:

October 18

- College Representative from Redlands at 9:00 a.m. chaired by Mr. Jones, Counselor (in red)
- Career Resource Center Advisory Committee meeting at 1:00 p.m. chaired by Ms. Smith, Counselor (in black)
- Guest Speaker on Careers in Government coordinated by Social Studies Chairman. (in green)
- New film available for preview 'Planning for Fun' (in green)
- English classes of Mr. Brown to do career activity(in brown)

RESULTS OF USING MASTER CALENDAR

The master calendar will assure that (1) large groups will not have conflicting dates and times; (2) the groups using the CRC will be manageable; (3) coordinated planning will assure quality use of time; (4) the CRT's responsibilities will be delineated; (5) different uses and the number of uses will be

recorded for evaluation reasons; and (6) each staff member will know in advance what times and events can be utilized to promote student learning.

DUPLICATE CALENDAR

A duplicate calendar needs to be maintained in the office of the professional in charge of the center to provide him/her with the updated commitments on the Center and on the CRT's time. This data will enhance the monitoring of the operations and will enhance data collection for the support of the facility and for the support of the CRT. If possible duplicate calendars should be located in the other counselors' offices and probably in the office of the principal or his secretary.

COLLECTING DATA ON EVENTS

The importance of recording the events cannot be overstressed. The method of collecting events for recording is therefore of great importance. Information gathering and information feed-back can be designed to allow for maximum sharing. Listed below is a basic framework which can be used for planning.

FIXED DATES

A. Prior to the opening of school, the CRT can record key dates on testing, orientation activities and committee meetings. This information is usually available from the principal and/or counselors and/or district bulletins.

MEETINGS

B. Counselor meetings should be attended by the CRT as it is usually during this time activities are planned, dates and resources committed. The CRT can supply information on established conflicting

dates, available resources in the CRC and can be part of the planning process offering alternative strategies when appropriate.

C. Teachers need to be surveyed on what dates they would like to use the CRC, what time of day will they bring or send their students, what materials would they like to have available and what help they might want from you, the CRT. This survey can be conducted in person, by going through the department chairperson, by inviting teachers in before or after school or by conference period or by attending department meetings, and/or by designing a request for information notice and placing it in each teacher's mailbox making sure a return date is designated. Any of these processes can be utilized individually or a combination of processes might be more appropriate.

TEACHER ACTIVITIES

D. A monthly or weekly update is necessary to maintain communication to insure non-conflicting dates and/or times and/or use of equipment and materials.

CALENDAR UPDATE

This data collection system for calendared events is essential. The CRT should design the system with the cooperation and validation of the professional in charge of the Career Resource Center.

Activity Four

You are now going to participate in a simulation that is designed to help you assess your skills in constructing a Master Calendar for a Career Resource Center. You are given a set of activities to record in a means you think is desirable, using the suggestions and guidelines presented in the text of this module. You are given September - December to schedule.

Activities:

Testing: Interest Inventory for sophomores. September

Armed Forces Aptitude. November

College Speakers: University of California, October;
State Universities, October - April
Private Colleges, September - April
Community Colleges, on call for appointment.
Proprietary schools, September - May

Career Speakers: Two per week

Orientation: All freshmen spend two consecutive days in October during their one hour Social Studies Class. (There are 20 sections of freshman social studies classes).

Meetings: Guidance Advisory Committee meets there first Wednesday of October, January, April and June from 10:00 to 12:00 noon.

Visitors: It is advised that visitors be limited to two times per month (e.g., 1st and 3rd Friday, 1:00 - 3:00) and presentation to visitors be made by a career counselor and CRT.

Sophomore English Classes: Each class is to spend three consecutive days during the year researching an occupation. 20 sections

Open House for Faculty: October

TASK: You are to record in the spaces the events listed above, blocking out times, and adding the person in charge of the activity.

SEPTEMBER

M	T	W	Th	F	S
1	2	3	4	5	6
8	9	10	11	12	13
15	16	17	18	19	20
22	23	24	25	26	27
29	30	1 October	2	3	4

M	T	W	TH	F	S
6	7	8	9	10	11
13	14	15	16	17	18
20	21	22	23	24	25
27	28	29	30	31	1 November
3	4	5	6	7	8

NOVEMBER

M	T	W	TH	F	S
10	11	12	13	14	15
17	18	19	20	21	22
24	25	26	27	28	29
31	1 December	2	3	4	5
7	8	9	10	11	12
14	15	16	17	18	19 Christmas Vacation

Publicizing Center Events

The Career Resource Technician is usually responsible for advertising and marketing the events scheduled in the center as well as marketing the materials located in the center. The avenues for these activities include bulletin boards, daily announcements over intercoms and/or in the student bulletins, newsletters to students and parents, newspaper releases, posters, radio, television spots and duplication of a monthly calendar to be posted in each teacher's and counselor's room.

BULLETIN BOARDS

Bulletin Boards should be designed to present one major theme such as a career, college, a test or an event. The use of colors is desirable as is the use of pictures as well as large print. They must be changed no less than once every two weeks. This may sound to the beginning CRT like it will take a lot of time and in fact it may. However, it can be accomplished by the use of Career Resource Aides.

DAILY ANNOUNCEMENTS

Daily announcements and daily bulletins are an integral part of almost every school's daily routine. The CRT should make sure the announcement of events are included in both communications. Care should be given to make creative remarks in order to enhance student participation. When the intercom media is utilized skits might be used as can teachers, counselors and/or administrators. When the bulletin media is used, creative eye catchers are very helpful. (e.g. "Want to make money? Come to the Career Resource Center period four to learn how!")

MAILINGS

Newsletters to students and parents are an excellent way to communicate the activities being offered by the Career Resource Center. Activities and resources mentioned should include speakers, guidance programs and self-study materials available. If the program includes or will include each student possessing his/her own Career Planning Folder, this too is important to mention.

NEWSPAPER

Special events should be released to local newspapers. This will facilitate good public relations with the local community as well as with parents and students. If possible, this can be handled by Guidance Advisory Committee, journalism classes or by the counseling staff. It is, however, the CRT's responsibility to prepare the data for others to use as guidelines to prepare the release.

POSTERS

Posters are excellent means to market up and coming Career Resource Center activities. They are easy to construct and can be placed in locations where there is maximum student traffic. The CRT might consider outside the CRC entrance, in the student and faculty cafeteria, near the attendance window, in classrooms and/or in/near the counselors' offices. Some art departments might be a good source for construction as well as Career Resource Aides.

RADIO

T.V.

Radio and television spots are optimum. These marketing sources are available in many areas and are viewed or listened to by many students and parents. Spot announcements and skits by students create much interest. High-lighting "Careers of the Month" or highlighting academic

departments are avenues to consider in promotion of Career Resource Center resources.

The monthly calendar should be duplicated and posted in each classroom and office in the school as it serves to keep students and teachers aware of scheduled events that might relate to their needs or to the unit of instruction being presented at that time.

Activity Five

Complete the following:

Some suggestions on how to advertise and market the Career Resource Center events so that each student and staff member will be aware of the CRC activities are:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

MATERIAL ARRANGEMENT IN THE CAREER RESOURCE CENTER

Objective 4

MATERIAL ARRANGEMENT IN THE CAREER RESOURCE CENTER

CRC ACTIVITIES

Picture for a moment walking into a Career Resource Center during a normal school day. Activity is at high level. The Career Resource Technician is helping five students locate occupational information for a classroom report. Ten seniors are listening to a representative from a college describe the entrance requirements, curriculum and living conditions. Three students are taking an interest inventory. Four students sitting around a carrel are viewing a film on "Careers in Construction". Two teachers are looking through materials in the Teacher Resource area trying to identify those items that will facilitate career education concepts in the subjects they are teaching. In another area the counselor is talking with a student going over notations the student has recorded in his Career Planning Folder.

Such a picture is visible in a fully functioning Career Resource Center (Jacobson, 1975) which is organized so the audio-visual equipment, eduational-occupationa-leisure information and materials, and the location of work stations are arranged for maximum utilization with the lowest possible noise level. This is the purpose of this activity -- to assist you in planning so that maximum use will be made of CRC resources.

Components of a Career Resource Center

A CRC has five major components: (1) educational-occupational-leisure information; (2) a self-study laboratory; (3) career counseling and guidance services; (4) a placement service; and (5) an instructor resource center.

Information

Educational-occupational-leisure information is the core of the materials in the CRC.

Self-Study

The self-study laboratory is an area set aside where a student can be directed to learn more about himself or herself.

Career Counselor

The Career Counselor's office should be in or adjacent to the CRC. It is the Career Counselor who coordinates the career counseling and guidance for individual and small groups of students, facilitates courses, mini-courses and units in the curriculum and serves as the coordinator of the teacher resource center.

Placement

The placement services are those usually provided by the work experience coordinator. However, college advisement and/or scholarship application assistance are also a placement service.

Teacher Resource Center

The teacher resource area is a location where materials are stored for teacher perusal and checkout for use in their classroom.

Career Resource Centers may not begin fully staffed or with all necessary materials and equipment. However, it seems appropriate that plans should be made during the early stages to eventually reach that mark. It is recognized that some schools may choose to have limited use while others may

choose to locate different components in different areas. However, it is recognized that all CRC's seem to have common kinds of equipment.

EQUIPMENT

There are many kinds of materials that are used in a CRC. There is audio visual equipment, films and filmstrips, books and an abundance of other printed materials, kits and games, bookcases and display racks, tables and chairs, desks and file cabinets, phones and bulletin boards. It is necessary the CRT become familiar with all materials and equipment so that outdated information can be discarded and/or replaced and that equipment will remain in working order.

Typical equipment will be briefly described for those participants who may not be familiar with their uses.

MOVIE PROJECTOR

Film Projector. The film projector is one of the most common known audio-visual pieces of equipment. It needs to be placed such that the machine noise and film noise is least disturbing to users of the CRC. Corners, a place isolated by bookcases or set in a carrel seem most common. The CRT is encouraged to explore the rear screen film projector and to examine the 8 mm loop film projectors.

FILM STRIP PROJECTOR

Film Strip Projectors. Film strip projectors are of three categories: (1) film strip projector and no sound; (2) film strip projector with audio tape player; and (3) film strip projector with record player. Each has limiting factors as well as positive factors. A CRC will probably purchase more than one kind. The

film strip projectors make less noise and therefore can be placed in many places in the CRC. They are usually on counter or table tops, or carrels. To eliminate the noise factor many school districts have purchased earphones for the equipment.

Microform Reader

MICROFORM READER

There are several kinds of microform readers. They are used to read microfilm, microcard,and microfiche. When a unit of microfilm etc. is placed in the machine, it magnifies the image on a screen large enough for the user to read.Some microform readers are designed to give the user a copy of what is read. The machine which provides copies is called a Reader-Printer and in comparison to a regular microform reader is quite expensive.

Book Cases and Display Racks. Book cases are standard equipment as they not only can hold books but store many other materials. They can be situated next to the wall, back to back, can be placed in open space, or hung on walls. It will be up to the CRT to creatively use bookcases to facilitate low noise level and traffic control of students using the Career Resource Center.

BOOKCASE

DISPLAY RACKS

Display racks store free 'take one' brochures and probably will be used by students more than any other piece of equipment if they are located in an appropriate space. The space most desired by CRT's is

right inside the door(s) and faced in such a way that students see the free materials both checking in and checking out. Many times such display racks are available from local stores at no cost.

Tables and Chairs. When the Career Resource Technician has some say as to what size and shape tables might be, it seems best to have a variety. Round tables have uses for discussions, work areas and places to work on games. Small square tables can be used for the same reasons plus can be joined together when a larger work space is desired. Longer tables often serve as locations to display career information. Chairs should also be selected with variety in mind. Plastic chairs that can be stacked are very useful in that ample seating is always available for classroom groups and groups of teachers. It is also suggested some sturdy chairs of wood be included when possible. Heavier chairs get moved around less and also provide good structure for study. Some CRC's will find use for a few bean bag chairs.

TABLES

CHAIRS

Desks and File Cabinets. Desk size will vary depending upon availability. The placement of desks, however, is crucial. The CRT's desk (workstation) should be located close to the door thus allowing maximum monitoring of students signing in and out of the CRC. File cabinets must be selected according to the size of folders used in the school and/or school district.

DESKS

FILE CABINETS

If there seems to be no standard, the legal size drawer is the most appropriate in that materials vary in size. File cabinets should be placed according to their uses. Those storing the student's Career Planning Folder will be near the entrance and/or near the CRT's desk so that easy access for getting them out and filing them back will be prime. Those cabinets storing educational/occupational/leisure information should be centrally located for easy access. It is recommended that rules be established that students using files of information leave the files out to be refiled by Career Resource Aides. This process guarantees files will be returned in their proper sequence.

Telephones and Bulletin Boards. It is a must to have a telephone available in the Career Resource Center for the CRT will receive many requests for information. The CRT will also be calling out to solicit speaker, field trip locations, materials and information.

TELEPHONE

Bulletin boards should be located to facilitate the information-seeking process. For example, a bulletin board needs to be located near the college information center as it will be used to post college visitations, testing dates and scholarship data. A bulletin board should be located near the work experience area to visibly display work and work experience opportunities. The bulletin boards if used must be changed and/or

BULLETIN BOARDS

kept updated at all times by the Career Resource Aides. Such a process will create and maintain interest besides causing students to check out various opportunities.

BOOKS

Books and Printed Materials. Books need to be placed in appropriate visible places and displayed in such a manner as to create interest. Laying them on table tops or counters will stimulate use as will displaying their jackets outward in the bookcase. Printed materials are placed according to their purpose. Acceptable occupational information will be filed in the appropriate folders while the college/university data will be in the educational information location. Filing occupational material in open bins rather than file drawers ensures easier retrieval by students. Materials that do not meet the acceptable criteria can be placed in the "Free--Take One" display rack.

OTHER PRINTED MATERIALS

It is also suggested that college and university information materials be located separately from the occupational information and both separated from recreational or leisure information. Such a separation will make it much easier for the student who is searching for specifics. That is the intent of focusing energies on planning the layout of the Career Resource Center--to make it easy for the user to locate information.

Activity Six

You are now going to plan a layout of a Career Resource Center.

First, the Career Resource Center has five components.

1. Occupational/educational/leisure information
2. Self-study laboratory area
3. Career Counselor's office. If not possible an area where small groups can meet.
4. Placement
5. Teacher Resource area

Second, you are to use the following statements as a guide.

1. Noise level should be at a minimum.
2. Each of the five areas (above) should have specific space(s) allocated and the college, occupational and leisure information should be separated.
3. Tables, chairs, bookcases, files and desks can be used as dividers to create spaces.

Third, most Career Resource Centers are located in a normal size school classroom. In this exercise then, you are limited to a 40' x 30' space.

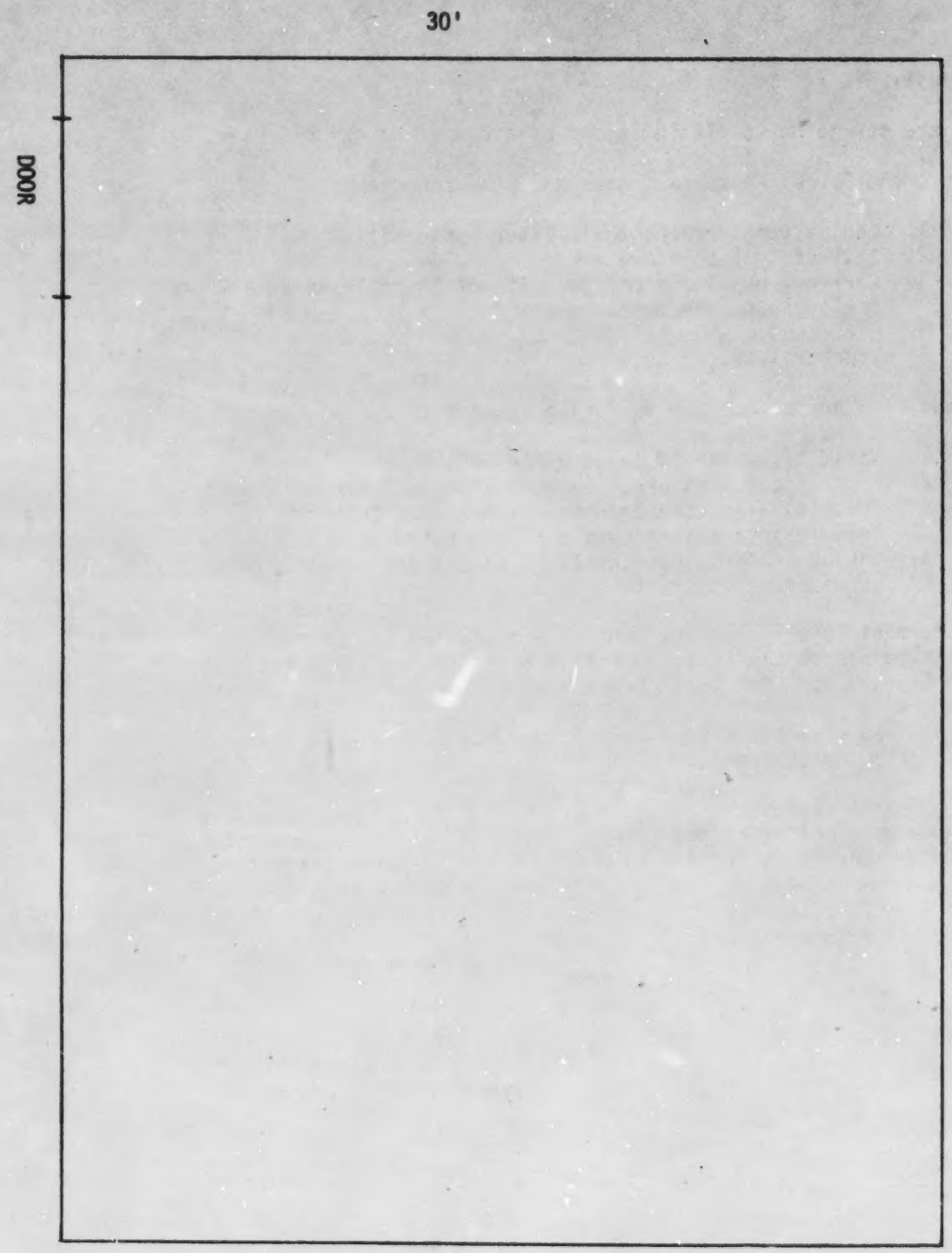
Fourth, you will begin your Career Resource Center with the following equipment.

1 movie projector
As many chairs as you need
4 bookcases (5' tall x 6' wide)
2 round tables
3 rectangular tables (seat 6)
3 microform readers
3 desks and 3 desk chairs
3 film strip projectors
3 bulletin boards
5 file bins
3 file cabinets with 5 drawers each
3 telephones
6 carrels

Directions:

Using the materials and building in the five components, you are to create a floor plan of a Career Resource Center.

Activity Six



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APPENDIX

Filing Systems

This part of this learning module has been placed in the Appendix as an optional activity because it is much more than an entry level skill. The choice of a filing system is a sophisticated decision. However, it might well be of interest to experienced Career Resource Technicians.

Objective

Select the merits and limitations of six systems used in filing occupational information.

Using the scoring sheet in the Learner's Guide, participants will match the Alphabetical, Bennett, DOT, School Subject, Interest areas and the California Plan filing systems with the recognized merits and limitations associated with each system.

Introduction

Occupational information has to be filed such that every student will be able to find what he/she is interested in at that time. There are many systems by which this information can be filed. Each has definite advantages and each has some disadvantages.

The system you choose for your Career Resource Center will be selected to fit your constraints. It should be easy for you and the users to locate relevant occupational information in the shortest amount of time. Your filing plan will be one that you will be able to instruct others in its use.

The purpose of the learning module is to provide you with knowledge about filing systems for occupational information. Each system will be explained describing as much as possible the merits and limitations of each. After the discussion, you will be asked to complete a chart checking the merits and limitations of those systems presented.

Criteria For An Acceptable Filing System

CRITERIA

There are three major criteria for accepting a filing system or for constructing a filing system for your school. The first and probably most important is that the system be designed to accomodate all materials obtainable both commercial and free. Some occupational classification systems do not allow for some publications. Secondly the filing system must be expandable to cover any possible future inclusions. It must also be simple enough for use without any special training. Third, the system you adopt must be economical to install and operate and if possible to use with present equipment and materials such as file folders that are already available.

Recognized Filing Systems

ALPHABETICAL

1. Louisiana State Department of Education: This type of filing system is the most simple -- it is an alphabetical arrangement of 389 titles of which each is an occupational field or an industry arranged in simple alphabetical order.

Merits: It is economical, and easy to set up and use.

Limitations: Any straight alphabetical system oversimplifies. It does not take into consideration natural groupings of occupations or industries nor does it take into consideration levels of occupations or actual work functions of occupations. It, therefore, becomes difficult and time consuming to bring together needed data to study related occupations and/or related fields.

ALPHABETICAL FIELDS-OF-WORK

2. Bennett Occupations Filing Plan: This plan, once known as the Michigan Plan, presents an Alphabetical Fields-of-Work index for filing unbound occupational information. The plan has undergone several revisions but the basic plan has remained the same. "It is a simple, self-explanatory system designed to be used independently by students at all levels." (Norris: 1972, p.387) The headings have been adopted from the *Dictionary of Occupational Titles* but are much broader. This allows related materials to be filed closer together. The unbound material is filed under 393 fields of work. All labels for fields of work are printed in red. To identify related occupations, there are 698 cross-references printed in blue on gummed labels under the major headings.

Merits: The system is economical and easy to set up and is easy to use. The filing plan and bibliography can be purchased with or without the set of 1088 gummed labels inclusive of a brochure relating school subjects with the fields of work.

Limitations: The basic occupational groupings do not include any overview of the world-of-work. Further, there is no tie into areas of interest or areas of aptitude.

3. Coded Plan. This filing system is referred to as the "Dictionary of Occupational Titles" plan. Since the DOT was first published, its classification system has become the base for filing systems for governmental agencies, commercial organizations as well as for many 'homemade' filing plans. In this system, the filing of occupational information will be by means of a coded or numerical arrangement.

DOT

Depending on the size of the file, the DOT Plan can be expanded to the extent of the total DOT classification structure (21,000 occupations) or can be restricted to as small as the user would like. The revised editions of the DOT offers two arrangements of a classification structure as a basis for an occupational file.

(1) Occupational Group arrangement

- Professional, Technical and Managerial Occupations
- Clerical and Sales Occupations
- Service occupations
- Farming, Fishery, Forestry, and Related Occupations
- Processing occupations
- Machine Trade Occupations
- Bench Work Occupations
- Structural Work Occupations

. Miscellaneous Occupations

Each of these headings can be subdivided to the extent the CRT would care to expand.

(2) Worker-Trait Arrangement

WORKER-TRAIT

This filing system corresponds to the 114 broad areas of work. These begin in an alphabetical sequence - art, business relations, clerical work, etc. Each of these worker-trait groups can be subdivided to the extent the technician would care to expand.

Merits: The coded plan fits all materials and it is expandable. It provides students an overview of the world-of-work and indicates related fields thus encourages extensive occupational exploration. The system allows for communication with other agencies and with commercial organizations.

Limitations: The coding system was designed on experienced workers, not for those planning to enter into the occupation. The classification system is basically industry oriented rather than worker oriented thus creating a category of miscellaneous occupations. The DOT system itself is complex and therefore much effort must be allocated to learn and teach the structure of the codes. The DOT plan was never intended to be used as a filing system for occupational literature.

It is noted here that some commercial filing plans based on the DOT Plan are available. Two of the most

recognized are the Chronicle Guidance Publications Plan and the Science Research Associates, "Career Information Kit".

4. School Subjects. This filing system attempts to group occupations by school subjects. This plan obviously is helpful to students as well as to teachers in that the student can locate occupational information related to the subject(s) in which he excels.

SCHOOL SUBJECT

Merits: The system is expandable and would be easy to use.

Limitations: This system has many drawbacks. First, it requires a judgement by the CRT on which subject is related to the occupational information. Secondly, there will be no field or level for the student to go to causing him/her to expend vast amounts of time sifting through a great amount of literature. Finally, the filing system itself can become far too complicated to use with no carry over to other institutions.

5. Interest areas. This plan calls for filing occupational information according to areas of interest. This approach will necessitate the school adopting one interest inventory so that interest categories are established.

BY INTEREST

Merits: This plan is expandable and easy to use by students and especially so if there is an interest inventory administered to all students.

Limitations: The filing system will become costly as each interest area category of occupations will have

to be subdivided by area and occupation, i.e., interest in outdoor subdivided into forestry subdivided by forest ranger. Many occupations do not fit into an interest category but overlap many. Finally, if the institution decides to change interest measuring instruments, the complete filing plan will have to be revised.

ALPHABETICAL WITHIN CLASSIFIED SUB GROUPS

6. The California Plan. This plan was devised to correct the negative aspects of other systems. The plan includes an alphabetical arrangement within classified subgroups, subject grouping based on interest and ability, a simplistic numbering/coding system and no miscellaneous category. It is an all inclusive system, and other filing system material can be easily relocated.

The division of materials are:

I. Vocational

II. Educational

III. Personal

The sub-divisions are:

I. Vocational

- A. Occupations
- B. Trends and Outlooks
- C. Legislation
- D. Special Groups
- E. Job Training
- F. Employment

II. Educational

- A. Status and Trends
- B. Schools, Colleges and Universities
- C. Scholarships, Fellowships, Grants and Loans

III. Personal

A. Planning

B. Adjustment

A file then will be indexed by

I. (Major Division) A (Sub-division) 1. (Occupational Field) a. (Specific Data)

Merits: This system includes all materials. It is expandable and economical in that control over its size is guaranteed. It is easy to use with a minimal amount of training. It relates jobs with similar jobs through a job cluster system.

Limitations: Because it has been designed to be used by professional counselors, students with less knowledge of job classification may have difficulty in using it. Furthermore, to make it understandable to students this particular job cluster system must be taught.

Activity: Listed are six basic filing plans at the top of the chart. Down the left hand side are listed merits and limitations.

Directions: You are to place an X in each space under each filing plan to indicate the merits and limitations of that plan.

		Alphabetical Plan (Louisiana Plan)	Bennett Plan	Coded Plan (Dictionary of Occupational Titles)	School Subjects	Interest Areas	California Plan
MERITS:	Fits all materials						
	The plan is expandable						
	It can be easily used						
	It is economical						
	It relates to other filing plans						
	It can be purchased ready to go						
LIMITATIONS:	Oversimplified						
	Does not take care of natural groupings of occupations						
	Does not take care of levels of occupations						
	Does not allow for overview of the world of work						
	Causes user to expend a large amount of time in finding appropriate materials						
	It is too cumbersome/bulky						
	Does not tie in with areas of interest and/or aptitude						
	Far too complex to use without much training						
	Changes in materials will cause a revision of plans						
	Is set up for primarily counselor use						

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A filing system that works for you is the key to adoption. You, the Career Resource Technician, are the person who must live with filing plan. You have to order, review, and file new materials as well as discard outdated and/or incomplete materials. You will have to instruct students, staff and parents where and how to locate specific as well as general information.

Therefore, you must recommend and/or help decide which system is best for your Career Resource Center. You perfrom this task in conjunction with your professional boss, and in consultation with the Advisory Committee if at all possible.

Activity: You will now make a tentative decision on which plan you prefer. You are to add the merits and limitations and give one or more reasons for your choice.

Please complete the following:

1. I choose this filing plan: _____
2. The merits of this plan are: _____

   _____

   _____

   _____
3. The limitations of the plan are: _____

   _____

   _____

   _____
4. Reasons for my choice are: _____

   _____

COORDINATOR'S GUIDE

DEVELOPING FACILITY MAINTENANCE COMPETENCIES FOR CAREER RESOURCE TECHNICIANS

Developed by the National Consortium on Competency-Based Staff Development, in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

December 1976

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MODULE GOAL

This module is directed toward people working in Career Resource Centers, specifically beginning Career Resource Technicians and Career Resource Aides. The topic is entry level skills in the area of facility maintenance competencies. Participants will demonstrate entry level skills in selecting educational, occupational and leisure information, in selecting speakers on careers, in constructing a calendar of events and in arranging materials for student use.

Module Objectives

Each participant will be able to:

1. Select occupational materials for consumer use in a Career Resource Center according to criteria established by the National Vocational Guidance Association.

   Achievement of this objective will require each participant to accurately recommend three pieces of material that meet the basic nine criteria of NVGA (work performed, work setting, personal rewards, entry requirements, licensing requirements, advancement possibilities, occupational outlook, related occupations, personal qualifications) from a package of five and will record these on the form provided in the Learner's Guide. The criteria for successful accomplishment is that the three pieces recommended will have been already

highly recommended by the Career Information Review Service Committee of NVGA.

2. Name available resources in his/her community for speakers representing six occupational levels and name the guidelines for establishing a speaker's bureau.

   This objective will be achieved by participants listing on the form in the Learner's Guide a source for potential speakers for each occupational level (as defined by educational accomplishment) and by listing the recommended guide lines to establish a speaker's bureau. Criteria for successful achievement is completing at least 15 speaker possibilities and listing at least 9 of 12 guidelines for establishing a speaker's bureau.

3. Construct a calendar of events and identify five ways to market the CRC activities.

   The achievement of this objective will require participants to list five ways to market CRC events and to plan a Career Resource Center calendar of events for four months using a list of typical activities including testing, orientation to the Career Resource Center, career speakers, college speakers, teacher in-service and teaching class units. The calendar will meet the following criteria: (1) each activity entered shall specify

who is in charge of the activity, date of activity, and who will attend the activity; and (2) there shall be an absence of conflicting events. The criterion for marketing CRC events requires listing at least five out of the possible seven recommended procedures.

4. Demonstrate the arrangement of materials in a Career Resource Center for consumer use.
   Given a list of hardware and software that includes items common to use in a Career Resource Center, each participant will sketch an arrangement of the items on the form located in the Learner's Guide. The items will be arranged to allow for (1) minimum noise level, (2) small area for self-assessment, (3) ample area for small group discussion, and (4) open area for student use of occupational material. The arrangement must meet the approval of the Coordinator.

SUGGESTED TIME SCHEDULE

	Approximate Time	Sample Schedule
Introduction	40 minutes	8:30-9:10 A.M.
Selecting Materials	80 minutes	9:10-10:30 A.M.
Break*	15 minutes	10:30-10:45 A.M.
Selecting Resource Speakers	60 minutes	10:45-11:45 A.M.
Lunch*	45 minutes	11:45-12:30 P.M.
Constructing A Calendar of Events	60 minutes	12:30-1:30 P.M.
Break*	15 minutes	1:30-1:45 P.M.
Material Arrangement In The Career Resource Center	60 minutes	1:45-2:45 P.M.

* Length of these periods would depend on Coordinator. If the section in the Appendix is used, it would probably mean that one of the above would have to be dropped.

ROLE OF COORDINATOR

The ultimate success of the module rests on your ability to provide leadership and support throughout the workshop. The following guidelines have been prepared to assist you.

Set The Environment

Physical - This module, like the one that precedes it should be held in a Career Resource Center if at all possible. The better the Center, the better the model of what should be.

Personal - Set the right mood. Participants should be relaxed, but alert, interested and motivated. Be enthusiastic and creative as you present key points to participants and project excitement and interest into activities and discussions. Make it clear that this is a very important workshop and that all activities are based on specific outcome statements.

Set The Rhythm And Pace

You have been provided a detailed agenda including suggested time modules for each activity. The composition of the participants will vary in terms of prior knowledge, position, responsibility, and interest. Be sensitive to the pace the participants work through each activity. You will have to determine when it is necessary to speed up or slow down. This will depend entirely on the group performance. However, there is not much flexibility within

the schedule. You have an obligation to complete the module. Each participant will have a workbook to take with them. You will want to draw their attention to this fact and indicate that if they do not completely finish an activity, they may do so once they return to their school setting.

Keep the flow smooth, especially when moving from one activity to another. Two breaks and one lunch session are provided.

Facilitate Group Interaction

A variety of activities have been designed for this module. Encourage discussion and interaction among the participants. Attempt to monitor participants to ensure interaction and dialogue. Seek out questions and concerns early and deal with them openly. Be sensitive to moods and needs. Provide guidance and trouble shoot, but most of all, allow the participants the freedom for growth.

Evaluation

It is your responsibility to maintain the quality of the workshop. Make sure participants are moving in the right direction. When needed, set parameters to assist them in moving toward the objectives of the module. Monitor participant responses to each activity worksheet. Note when you are the judge of successful completion of the activity.

NOTES TO USERS

This module was developed by the National Consortium on Competency-Based Staff Development during 1975-1976. It was field tested during 1976 and subsequently revised based on the results of the field test. The materials and procedures it contains may be adapted to meet local needs. The module provides suggestions, but these need not be followed precisely.

FUNCTIONS OF COORDINATOR

Prior to the Workshop:

1. Study the module thoroughly ahead of time. Be familiar with all participants' materials and this Coordinator's Guide.
2. Make sure all needed materials are present for the workshop. (See list entitled, "Outside Materials Needed For Module").
3. Package the materials by activity. This will save time and will facilitate a smoothly conducted set of activities.

At the Workshop:

1. Introduce yourself to participants and them to each other. Briefly explain your background and the role you will play in the module.
2. Establish time limits (lunch, breaks, etc.) for the day, and do your best to stick to them.
3. Introduce the basic purposes and structure of the module.
4. Having the participants read the entire text before discussion can become lethal. The Coordinator reading the text instead is even worse. Lecture from the text, indicating the main points (i.e. right hand column) and give plenty of examples. Be sure to ask for their ideas and comments as you go along. Lecturing means that you have to know the material well. Circulate among participants during the activities

to answer questions and help whenever needed.

5. Conduct wrap-up sessions at the end of each section and at the end of the whole module. Your tasks here are to:

   a. Summarize what has gone on and been accomplished.

   b. Resolve any unanswered questions.

   c. Point out sources for additional study.

OUTSIDE MATERIALS NEEDED FOR MODULE

1. Section I Introduction

   1.1 Enough 3 x 5 cards so that each participant has one for a name tag.

   1.2 A straight pin for each participant to pin a name tag.

   1.3 Enough felt pens or markers so each participant can print his/her name in large letters on name-tag.

2. Section II Selecting Occupational Information

   2.1 NVGA *Vocational Guidance Quarterly* if at all possible.

   2.2 One packet of occupational information for each participant. (Each packet is to contain the same five pieces of occupational information of which three have been highly recommended by the NVGA Career Information Review Service Commission and two are not highly recommended). (See *Vocational Guidance Quarterly*)

   2.3 Activity One sheet for each participant (page 15 of the Learner's Guide). It is suggested that the participant does not write in the Learner's Guide, but activity sheets be furnished by Coordinator.

3. Section III Selecting Resource Speakers.

   3.1 Activity Two and Activity Three sheets for each participant. (page 28 and page 29 of the Learner's Guide).

4. Section IV Constructing a Calendar of Events

   4.1 Activity Four sheets for each participant (pages 36 through 38) and Activity Five sheet on page 42 of the Learner's Guide.

5. Section V Material Arrangement

   5.1 Activity Six sheet for each participant (page 51 of the Learner's Guide).

   5.2 It is highly recommended this activity be programmed into a CRC, so that participants will be able to see and inspect the materials.

SPECIFIC SUGGESTIONS FOR EACH SECTION

Introduction

A. Ice-Breaker - Since this is the second module in a series of two, and since it is hoped that the same group of participants will take both modules, a get acquainted exercise may not be needed at this point. However, if something is needed the same suggestion is being made as is in the Coordinator's Guide of the first learning module, *Developing People Relationship Competencies for Career Resource Technicians*.

The group numbers off so that pairs result. For example, if there are 14, have them count off in two sets of seven.

Have each pair rap with each other with the purpose of introducing each other to the group. Usually five minutes is enough to assemble the information for a good introduction.

B. Module Goal and Objectives - It is important that you as Coordinator are knowledgeable of the module goal and module objectives. In fact, you are encouraged to go through the Learner's Guide completing all the exercises prior to coordinating the day's activity. Take enough time to ensure that each participant is knowledgeable of the goal and objectives.

C. Suggested Time Schedule - The time schedule is only tentative. If this material is being presented over a series of sessions, such as within the framework of a continuing class, the pattern could be emphasizing one section each time (i.e., Selecting Material, Selecting Resource Speakers, etc.).

D. Glossary - Be sure that in discussing these terms with the participants, that their feedback shows they are understanding them. You may want to go right into that section of the Introduction that deals with some of the terms. Review Figure I with them. Emphasize that this diagram does not include all functions but a sampling of them deemed important to know if a Career Resource Center is going to run smoothly.

E. Additional Resources -

1. Refer to bibliography 86

2. Pfieffer and Jones. *Group Facilitator Handbook.* La Jolla: University Associates, 1970-76.

3. Bates, M. and Johnson, C.D. *Group Leadership: A Manual For Group Leaders.* Denver: Love Publishing, 1972.

Selecting Material

A. In regard to textual material, the Coordinator should lecture and discuss this material but not read it or have the participant spend large blocks of time reading it.

B. Activity

1. See section on "Outside Materials Needed for Module" above for materials needed.

2. Instructions:

. You will now practice reviewing, coding and recommending pieces of career literature.

. You have a packet of five pieces of occupational information materials.

. List the titles down the left hand side. (You as Coordinator, might read them in an order so that an order is established which can be easily referred to in discussion.)

. If participants seem confused use one of the highly recommended materials to walk through with them, pointing out what they should do. If they score a material around, 8 or 9, this means highly recommended. If a material scores around 5, 6, or 7, this means recommended. The useful rating is explained under Ratings.

. You are now to code each piece using the NVGA Guide. Circle the appropriate marks.

3. You might choose to read off the correct answers and then answer any questions that might be raised. Be sure to circulate as they attempt this activity both as a helper and as a monitor to guage how things are going.

Selecting Resource Speakers

A. It is recommended that you as Coordinator discuss the text of this module. Participants need to be encouraged to (1) ask questions as you progress, and (2) take notes if they feel this might be beneficial.

1. Using the NVGA Guidelines, you as Coordinator can role play for the group by talking about your career using the suggested Guidelines.
2. Using the form suggested by Hoppock, ask for a volunteer to role play a guest speaker using the rest of the participants as "students".

B. Activity

1. Check the objective in terms of what must be done and the criteria for achievement for both Activity Two and Activity Three.
2. Hand out Activity Two and finish.
3. Hand out the sheet for Activity Three. The emphasis in this activity is on speaker possibilities. Participants need help to work out this end goal. First--designate occupational areas at the top of each column. One set of

areas which has worked well is as follows: Government--Legal and Protective Services; Business and Industry--Insurance; Services--Hotel and Restaurant Industry; Trades--Radio-TV Broadcast Field.

Divide the participants into small groups of three or four and allow them to interact in order to complete the activity. An additional help to stimulate ideas is to have available the Occupational Outlook Handbook, the Dictionary of Occupational Titles etc. so educational requirements can be checked. Discuss the results with them and allow them to correct their own papers. The Coordinator should check the results while participants are doing Activity Four.

4. Stress the importance of developing a Career Speaker File for future reference.

Constructing A Calendar of Events

A. The Coordinator should again lead a discussion on the text.

B. Activity Four

1. Check objective for criteria of success.
2. Hand out the set of calendars representing four months.
3. Go over the events to be listed on the calendar on page 35 before the participants start. Divide the participants into small groups of three or four with at least someone with more experience in each group. Allow each group to interact in order to generate ideas. Circulate in order to answer questions and make suggestions. You might help the small

groups to put the activities in priority order, so they might more easily conceptualize the calendar as a whole.

4. Discuss results and have each participant check his/her schedule for conflicts etc. The ideas of each of the groups will enrich the results for all.

C. Publicizing Center events.

1. Lead a discussion on means of advertising and marketing CRC events.

2. Emphasize the use of career aides, if the job is going to be done at all.

D. Activity

1. Check objective for criteria for success.

2. Pass out the form for Activity Five.

3. Discuss results.

E. Summarize the unit, making sure to emphasize the importance of maintaining a calendar of events.

Materials Arrangement

A. The Coordinator needs to re-emphasize the components of a Career Resource Center.

B. Materials

1. The workshop should be conducted in a CRC. Such a location will allow for a visual and hands on experience with the suggested equipment.

C. Before actual arrangement of materials and equipment, re-enforce that the CRT should check with the media specialist if one is available.

D. Activity

1. Check the objective for criteria of successful completion.
2. Pass out the activity form.
3. Refer back to page 8 of the first module on People Relationship Competencies for ideas. All the participants may well turn to this CRC example if needed. Go over the necessary elements for Activity Six on page 50. Divide participants into small groups of three or four to work together on this activity. The interaction is needed to gain the most out of this exercise. Circulate to answer questions and make suggestions.

Appendix - Filing Systems

The sub-module on Filing Systems has been included in the Appendix for use when/where relevant. Its audience should be experienced CRT's and/or career counselors.

CLOSURE

As Coordinator, you should briefly review the steps and activities covered in the workshop. Encourage participants to utilize the Learner's Guide as an information resource.

SAMPLE EVALUATION INSTRUMENTS

On the next five pages are two sample instruments, the Module Performance Record and the Evaluation Questionnaire for Staff Development Workshops. You may wish to use these instruments to gather information for evaluating any workshop in which you administer this module, and for making decisions about future workshops. The Module Performance Record (MPR) is a form for tallying participants' achievement of objectives. The Evaluation Questionnaire seeks participants' opinions on four dimensions: (1) perceived value of the workshop; (2) effects of participating in the workshop; (3) role and performance of the coordinator; and (4) recommended improvements in the workshop. As it now stands, the questionnaire should take participants 10-20 minutes to complete. You, as module coordinator, should complete the MPR form based upon the results of the postassessment or other evidence supplied by participants. If you duplicate the Evaluation Questionnaire for participants to complete, we suggest you print it as a four page booklet.

NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

MODULE PERFORMANCE RECORD

MODULE TITLE: _____

WORKSHOP DATES: _____

WORKSHOP COORDINATOR(S): _____

_____

Participants' Names (Alphabetically)	OBJECTIVES (Place a check (✓) mark for each objective achieved.)						
	1	2	3	4	5	6	7
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.	93						

Developed at the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare.

NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

EVALUATION QUESTIONNAIRE FOR STAFF DEVELOPMENT WORKSHOPS

Your responses to the brief questions in this booklet will help us evaluate the workshop you just completed and make decisions regarding future workshops. Please take 10-20 minutes to answer honestly and thoughtfully. You need not sign your name, but we do need your help. Please answer each question. Thank you.

Name (Optional) _____ Date _____

Module Title _____

A. General Issues Related to the Workshop

Respond by checking the column (A, B, C, D, or E) of the statement which best expresses your feeling or opinion on each item in the following list. If none of the possible choices precisely represents your view, pick the one that comes closest.

STATEMENTS	Column A I strongly agree	Column B I agree	Column C I disagree	Column D I strongly disagree	Column E I don't know. I have no basis for answering.
1. This workshop made a valuable contribution to my professional development.					
2. I acquired no new knowledge during this workshop.					
3. I would not recommend this workshop to anyone else.					
4. I am glad I attended this workshop.					
5. In this workshop, I experienced at least one positive change in my knowledge, attitudes, or skills.					
6. As a result of this workshop, I expect that I will help improve the career guidance program in my work setting.					
7. I experienced at least one negative effect from this workshop.					
8. This module must be improved.					
9. The Coordinator was an asset to this workshop.					
10. The Coordinator was unprepared.					
11. The Coordinator was poorly organized.					
12. The Coordinator was clear and to the point.					
13. The material and activities in this workshop were not helpful.					
14. The material and activities were applicable to my needs.					
15. The material and activities were routine and boring.					
16. The workshop's objectives addressed the training needs that I hoped they would.					

Developed by the National Consortium on Competency-Based Staff Development in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

B. Please list and briefly describe up to three major positive changes that you have experienced in your knowledge, attitudes, or skills because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any positive changes, please check the appropriate space.

_____ There were no positive changes.

C. Please list and briefly describe any negative effects you have experienced because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any negative effects, please check the appropriate space.

_____ There were no negative effects.

D. Please list and briefly describe any improvements you anticipate in your career guidance program as a result of this workshop. Continue on the back of this booklet if necessary. If you don't expect any improvements as a result of this workshop, please check the appropriate space.

_____ I don't expect any improvements in my career guidance program as a result of this workshop.

E. Please list and briefly describe any other comments on this workshop, criticisms of it, or suggestions you have for improving it. We are especially interested in your ideas on topics or activities that should receive more or less emphasis. Continue on the back of this page if necessary.

NATIONAL CONSORTIUM COMPETENCY-BASED STAFF DEVELOPMENT RESOURCES

Modules 1-12 comprise a series on Developing Comprehensive Career Guidance Programs.

1. Career Development Theory
   Barbara Sanderson and Carolyn Helliwell

2. Program Development Model
   Charles Dayton and H. B. Gelatt

3. Assessing Desired Outcomes
   Charles Dayton

4. Assessing Current Status
   Phyllis DuBois

5. Establishing Program Goals
   Charles Dayton

6. Specifying Student Performance Objectives
   Laurie Harrison

7. Selecting Alternative Program Strategies
   H. B. Gelatt

8. Specifying Process Objectives
   Barbara Pletcher

9. Developing Program Staff
   Barbara Pletcher

10. Trying Out Activities and Monitoring Early Implementation Efforts
    Steven M. Jung

11. Conducting Summative Evaluation (Cost-Impact Studies)
    Jean Wolman

12. Communicating Evaluation Results
    Sarah Roberts

The remaining modules address other competencies necessary for providing comprehensive career guidance.

13. Utilizing Strategies for Adult Guidance
    Zandy Leibowitz and Nancy Schlossberg

14. Designing Programs for Adult Guidance
    Zandy Leibowitz and Nancy Schlossberg

15. Providing Life/Career Planning for Women and Girls
    Janice M. Birk

16. Providing Career Guidance for Young Women
    Pamela G. Colby

17. Enhancing Understanding of Students with Physical Disabilities
Susan L. McBain

18. Helping Students Explore Work and Leisure Options
Pamela G. Colby

19. Planning a Career Resource Center
Robert A. Wood, Neal Rogers, and Clella Klinge

20. Developing People Relationship Competencies for Career Resource Center Technicians
Jill Paddick and Dale Dobson

21. Developing Facility Maintenance Competencies for Career Resource Center Technicians
Clarence Johnson

22. Planning Pre-Employment Programs
Joyce Fielding and Marvin Fielding

23. Conducting Job Development Programs
Joyce Fielding and Marvin Fielding

24. Conducting Job Placement Programs
Joyce Fielding and Marvin Fielding

25. Conducting Follow-Up and Follow-Through Programs
Joyce Fielding and Marvin Fielding

26. Imaging Futuristic Career Guidance Goals
Juliet V. Miller, Garry R. Walz, and Libby Benjamin

27. Imaging Futuristic Career Guidance Programs
Juliet V. Miller, Garry R. Walz, and Libby Benjamin

28. Using Change Agent Skills to Manage Career Guidance Program Development
Juliet V. Miller

29. Using Change Agent Skills to Manage Career Guidance Program Implementation
Juliet V. Miller

30. Developing Effective Public Relations
Norman C. Gysbers

31. Developing and Conducting In-Service Programs
Al Stiller

32. Providing Leisure Information in the Career Resource Center
Ron Klein and Robert Swan

33. Developing Career Center Resources for Faculty Use
Marlene Fredricksen and Robert Swan

34. Providing Career Guidance in a Group Setting
Perry Samuels

35. Personalizing Career Guidance Assessment Information Through Group Counseling
Joe Wittmer and Larry C. Loesch

36. Clarifying and Articulating Individual Values and Skills for Career Planning
Jerald R. Forster

37. Helping Parents to Help Adolescents in Career Exploration
Janice M. Birk

38. Helping Young Adults Make the School-to-Work Transition
Sherri Johnson, C. D. Johnson, and Niel Carey

39. Helping the Community Help Students with Career Development
Richard Lutz and Jim Crook

40. Establishing Community-Based Employment Programs
Ellen A. Stewart

41. Designing Career Development Programs for Business and Industry
Zandy Leibowitz and Nancy Schlossberg

42. Developing Coping Skills for Career-Related Changes
Phil Abrego and Lawrence Brammer

43. Helping People with Preretirement Planning--An Introduction
Garry R. Walz, Libby Benjamin, Helen L. Mamarchev, and Beverly Pritchett

44. Counseling Needs of the Older Adult
Patricia Cook and Ellen Stewart

45. Specializing Career Guidance Strategies for Use with Ethnic Minorities
Woodrow M. Parker and Roderick J. McDavis

46. Using Self Awareness and Effective Communication for Helping Ethnic Minorities with Career Guidance
Roderick J. McDavis and Woodrow M. Parker

47. Helping Elementary School Students Develop Decision-Making Skills
Lee Winocur

48. Consulting in the Area of Career Guidance
Tom Quinn

49. Planning Collaborative Career Guidance Projects
Larry C. Loesch and Joe Wittmer

50. Becoming Resource Resourceful
Garry R. Walz, Libby Benjamin, Helen L. Mamarchev, and Beverly Pritchett

51. Making Change Happen: Learning a Systematic Model for Change
Libby Benjamin and Garry R. Walz

52. Making Change Happen: Overcoming Barriers to Change
Libby Benjamin and Garry R. Walz

The National Consortium has also produced a catalog of competency-based programs and lists of desirable competencies for providing comprehensive career guidance.

53. Competency-Based Education for Guidance and Counseling Personnel: A Catalog of Programs and Competencies--Second Edition
Susan L. McBain, Compiler